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EDUCATION FOR DEVELOPMENT

SUMMARY

The present report, which was prepared in response to a request by the Executive Board in 1991, aims to establish a common foundation for the work of the National Committees for UNICEF in education for development and for other related areas of activity within UNICEF. It also relates education for development to major UNICEF concerns, particularly the Convention on the Rights of the Child and the World Declaration on Education for All.

After a brief introduction, chapter I, which deals with the nature of education for development, describes it as that area of UNICEF activities which promotes the development, in children and young people, of attitudes and values such as global solidarity, peace, tolerance, social justice and environmental awareness, and which equips them with the knowledge and skills that will empower them to promote these values and bring about change in their own lives. Chapter II relates education for development to UNICEF goals for children in the 1990s, as elaborated by the Convention on the Rights of the Child, the World Conference on Education for All and the World Summit for Children. Chapter III relates education for development to other UNICEF activities, such as social justice, global advocacy, children's rights and development. The evolution of education for development within UNICEF is discussed in chapter IV, while chapter V discusses future UNICEF work in the area. Collaboration with other United Nations agencies is outlined in chapter VI. The Executive Director's recommendation to the Executive Board is contained in chapter VII.

Outlines of the conceptual framework and learning process of education for development are contained in annexes I and II respectively, attached.

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EXECUTIVE SUMMARY

The present report aims to establish a common foundation for the work of the National Committees for UNICEF in education for development and for other related areas of activity within UNICEF.

Education for development promotes the development in young people of values of global solidarity, peace, tolerance, social justice and environmental awareness and equips them with the knowledge and skills that empower them to participate more effectively in promoting these values. It does so by providing a framework of global concepts applicable to a wide variety of themes and topics, and a learning process that proceeds from knowledge to action.

Education for development is in keeping with the direction UNICEF has taken, as dictated by the World Summit for Children, the World Conference on Education for All and the Convention on the Rights of the Child. The Convention is of particular relevance both in that it contains a strong rationale for education for development and in that education for development provides an educational framework for teaching about the Convention and relating it to young people's lives.

Education for development relates closely and can contribute to other activities within UNICEF through its concepts, content matter and the learning process it entails.

UNICEF has been involved in education for development (formerly called development education) since the 1960s, through the National Committees for UNICEF. In recent years, it has evolved from being education about the problems of developing countries to a broader concept of education for global citizenship, changing its name to education for development. There is need for a common theoretical foundation for all the UNICEF activities that come under this general description.

In industrialized countries, the National Committees will take education for development through the 1990s, widening outreach to children and youth in their countries through publications, media, training workshops, working with teachers and other relevant practitioners, striving for greater recognition of education for development ideas and methods in national curricula, and undertaking joint projects and exchanges with each other and with UNICEF offices in developing countries.

Education for development should no longer be seen as an activity for young people in industrialized countries only. Already, many parallel UNICEF-sponsored projects exist in developing countries. These and other opportunities for "North-South" collaboration and for the general promotion of education for development ideas and approaches among educators in the developing countries should be exploited.

Education for development at UNICEF headquarters will focus over the coming years on supporting the work of the National Committees and other relevant partners through the production of generic materials, the organization of technical workshops, special promotion of joint projects involving National Committees working together or with UNICEF field offices and, in general, through dissemination of relevant information, materials and experiences.

Contact with other United Nations agencies should be sought and strengthened. This is particularly important in the case of the United Nations Educational, Scientific and Cultural Organization (UNESCO), which, in its 1974 Recommendation Concerning Education for International Understanding, provided a blueprint for UNICEF Education for Development work. The special relationship between the two agencies, which was strengthened by the World Conference on Education for All, should extend to education for development.

Collaboration with non-governmental organization (NGO) partners is also vital for the future of education for development. They provide a widespread professional forum both for the exchange of ideas and views and for the dissemination of new strategies.

It is important that education for development be pedagogically sound and have professional credibility within the educational community. Therefore, contact should be made and maintained with relevant institutions and individuals in the field of education for development so that information about recent developments and research is available.

INTRODUCTION

1. Education for development is not a new activity within UNICEF. Under its former title, development education, it has been an important area of activity of National Committees for UNICEF since the 1960s. In recent years, National Committees have sought a common theoretical framework and set of goals in order to allow their educational programmes, relating to many diverse cultural settings, to proceed in the same overall direction. The recommendations of the 1990 World Conference on Education for All, which called for an education that empowers individuals to "work for international peace and solidarity in an interdependent world", 1/ have helped to provide a foundation for UNICEF work in education for development. The present paper draws upon those recommendations to provide the policy direction for future UNICEF work in education for development.

2. The present report will also relate education for development to major UNICEF concerns, in particular the Convention on the Rights of the Child. By the end of 1991, more than 100 countries had signed and ratified the Convention. That does not mean, however, that the people in these countries are aware of how this should affect them or of what role they have to play in seeing that the Convention is implemented. The task now is to go beyond promoting the ratification of the Convention and to create the conditions for its implementation. Education for development will play an important role in facilitating that process.

3. The report provides a framework for the future work of National Committees for UNICEF. It also provides a reference point for other areas of related activity within UNICEF, both at headquarters and in the field, particularly those activities which promote the Convention on the Rights of the Child, and child participation. Those activities include the areas of education for peace and conflict resolution, working with the media (particularly as it relates to young people), promoting environmental action, and, in general, awareness-raising and attitude formation among young people.

I. NATURE OF EDUCATION FOR DEVELOPMENT

4. In the context of this report, education for development refers to that area of UNICEF activities that promotes the development, in children and young people, of attitudes and values such as global solidarity, peace, tolerance, social justice and environmental awareness and which equips them with the knowledge and skills which will empower them to promote these values and bring about change in their own lives and in their communities, both locally and globally.

5. Education for development fulfils this aim by two means:

(a) Firstly, by providing a framework of global concepts to guide the various relevant education and communication programmes for young people carried out by UNICEF in this area, such concepts being:

(i) Interdependence (learning how everything in the world is interconnected and delicately balanced, and being able to relate local action to a wider global context);

(ii) Images and perceptions (exploring other ways of life and world views, and learning to recognize stereotypes and ethnocentric attitudes);

(iii) Social justice (learning about principles of human rights and how these can be denied or promoted, and applying them to one's own life and actions);

(iv) Conflict/conflict resolution (understanding various sources and causes of conflict and how they can be solved, and learning to work for peace at all levels);

(v) Change/futures (understanding that actions taken today will affect the future, and learning how to envisage different future scenarios);

(b) Secondly, it indicates a specific process of learning, which leads from knowledge to action. This has three phases:

(i) Exploration (finding out about the issue/topic);

(ii) Responding (being able to apply it to one's own experience);

(iii) Taking action (deciding what practical and realistic course of action one can take personally).

6. The concepts and process of education for development are presented as educational goals in the annexes to the present report.

7. The origins of education for development as an educational movement can be traced to three main sources:

(a) Development education, an educational movement in industrialized countries whose main aim is to promote young people's understanding of problems in the third world. It is part of a wider, curricular movement for global awareness of which peace education, human rights education, environmental education and multicultural education are all part;

(b) Process of consciousness raising, self-empowerment and community development, a movement largely of the developing world (although its concept and techniques spread quickly to communities the world over) whereby people

working locally acquire the skills and knowledge of self-empowerment to become involved in solutions to some of the problems of poverty, ill-health and illiteracy facing their communities;

(c) Education for international understanding, based on the 1974 UNESCO recommendation for an education based on principles of interdependence, rights and duties, solidarity and cooperation.

8. As education for development evolved within UNICEF, particularly in more recent years, a number of other influences shaped its conceptual framework and strategies. These included:

(a) The Convention on the Rights of the Child, especially article 29, on the aims of education;

(b) The goals established by the World Conference on Education for All, especially those referring to education for social empowerment;

(c) A broader, more human-centred perception of development taken by UNICEF in recent years, which judges development by human indicators rather than in strictly economic terms. This interpretation is typified in the United Nations Development Programme (UNDP) Human Development Report;

(d) New educational values identified by increasing numbers of concerned educators world wide - values that emphasize cooperation, group awareness, and sensitivity to social justice rather than the more traditional competitive approach to learning.

9. UNICEF coined the term "education for development" to mean a combination of the qualities of those movements: an education that is about the global nature of the world, its people and the main issues and problems which they face and, at the same time, which trains the learners in the skills of decision-making and social participation they need to take an active part in the process of change, based on values of peace, tolerance, social justice and environmental awareness.

II. UNICEF GOALS AND EDUCATION FOR DEVELOPMENT

A. Convention on the Rights of the Child

10. The main element of education for development can already be found in the United Nations General Assembly 1959 Declaration on the Rights of the Child, which sees as every child's entitlement, an education that will enable him to "develop ... his individual judgement, and his sense of moral and social responsiblilty, and to become a useful member of society" 2/ and that promotes "a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood". 3/

11. In 1989, the more binding Convention on the Rights of the Child which, in many ways, contains the basis for all UNICEF work, reflected in more detail the issues of Education for Development. A child's education, it claims, must be directed to "the development of respect for human rights and fundamental freedoms ... the development of respect for ... civilizations different from his or her own ... the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among peoples" and "the development of respect for the natural environment". 4/ The Convention also emphasizes the need for its own contents and articles to be made known to young people "by appropriate and active means". 5/ This, therefore, gives UNICEF the foundation to include education for development in its general plans for the 1990s.

12. Thus the Convention on the Rights of the Child is, in many ways, closely related to education for development. On the one hand, the Convention is both a source of influence on how education for development has evolved and, in the breadth of its articles, provides a practical way of linking education for development closely with UNICEF work in general. On the other hand, education for development provides an educational framework for promoting, teaching about and implementing the Convention in the reality of young people's lives. It helps them go beyond merely knowing about the Convention, but actively explore ways in which they can help implement its articles in their own lives and in their communities, both locally and globally.

B. World Conference on Education for All

13. The World Conference on Education for All made education a priority of UNICEF for the 1990s. The Conference Declaration emphasized the kind of education that:

> "... empowers individuals in any society and confers upon them a responsibility to respect and build upon their collective cultural, linguistic and spiritual heritage, to promote the education of others, to further the cause of social justice, to achieve environmental protection, to be tolerant towards social, political and religious systems which differ from their own, ensuring that commonly accepted humanistic values and human rights are upheld, and to work for international peace and solidarity in an interdependent world." 1/

Thus, the goals of education for development were established as part of the overall goals of education for all.

C. World Summit for Children

14. As of early January 1992, 131 heads of State or Government had signed the Declaration and Plan of Action of the World Summit for Children, agreeing "to build a foundation for a peaceful world ... children's education should inculcate the values of peace, tolerance, understanding and dialogue", 6/ and

that "programmes for children [should] ... inculcate in them respect for the natural environment". 7/ The Summit Declaration and Plan of Action provide UNICEF with its direction and goals for the 1990s. Education for development is part of that direction.

III. RELEVANCE OF EDUCATION FOR DEVELOPMENT TO OTHER UNICEF ACTIVITIES

15. Education for development can generally contribute to UNICEF work in a number of broad and important contexts:

(a) Social justice. Much of the work of UNICEF is based on the conviction that poverty and deprivation are fundamental denials of people's (including children's) right to health, nutrition, shelter, a habitable environment and education. Education for development is about how the concept of social justice can and must be turned into action;

(b) Global advocacy. The World Summit for Children encouraged UNICEF to work on behalf of children in every part of the world. An education that prepares young people for global citizenship is part of this global advocacy;

(c) Global citizenship education. By definition, this will produce a public more international in outlook, more sensitive to the issues and problems of development, more aware of the processes that cause these problems and of what is needed for their solution, and more attuned to concepts such as interdependence and international cooperation. This point has been reinforced by United Nations surveys, which have clearly shown the benefits of education for development (or related kinds of education) in raising public awareness of global issues;

(d) There is a new global solidarity, moving away from the idea of two (or three or four) worlds, towards the notion of one, interpedendent world. Education for development provides an unthreatening means of bridging North and South (and East and West), and donor and recipient. It provides a forum where, without there being a "them and us" syndrome, people from different parts of the world can explore common problems and areas of interest.

16. Education for development is conceptual in nature and does not specify areas of actual content. This is to facilitate its application to a wide variety of cultural, educational and thematic contexts. Its concepts, however, reflect and reinforce other UNICEF areas of concern:

(a) Children's rights. Education for development explores the major principles of human rights (such as those contained in the Convention on the Rights of the Child) and looks at how they apply to the child's own life and community. It also promotes multiculturalism and anti-racism by raising young people's awareness of stereotypes and ethnocentric attitudes;

(b) Development. Education for development encourages the learner to explore major issues and problems of development such as poverty, nutrition, health, basic education and debt and their potential solution, in such a way as to emphasize interdependence and social justice;

(c) Children in especially difficult circumstances/children and war. Education for development explores conflict and how it may be resolved, as well as skills of arbitration and conflict resolution. This reflects the existing activities that are part of UNICEF programmes in developing countries, especially the education for peace programme in Lebanon, the Sri Lanka-based programme for conflict resolution in the classroom and the educational dimension of the children in armed conflict programme in the Philippines;

(d) The girl child. Education for development responds to the challenge of the World Conference on Education for All to seek ways of ensuring that the benefits of education are equally accessible (and exploited) by boys and girls, by encouraging gender awareness in young people (and in their teachers) and in the exploration of stereotypical attitudes and the injustices which these can promote;

(e) Children and the environment. Understanding one's environment by coming to see it as a delicately balanced system is one of the objectives of education for development. It also emphasizes the importance of young people being able to see themselves as part of this system and accordingly, taking realistic environmental action. This approach is in keeping with the call for people's participation in environmental action, emanating from the preparatory work of UNICEF for the United Nations Conference on Environment and Development;

(f) Life skills education. According to the Declaration of the World Conference on Education for All, a young person's basic education needs must go beyond literacy and numeracy and encompass the knowledge, skills and attitudes needed for active participation in her or his community and society. UNICEF is coming to recognize the importance of life skills education as a parallel to many of its programmes and campaigns in areas such as health, child care and nutrition. Education for development provides a framework for life skills education.

17. The learning process promoted by education for development is also in keeping with UNICEF strategies for action:

(a) Social mobilization. Education for development reflects the UNICEF policy of mobilizing people, groups and institutions to become involved and take action on behalf of children and women. An upcoming generation, which, from educational experience, knows how to assess needs, plan, make decisions and take appropriate and realistic action will greatly enhance this part of UNICEF work;

(b) Child participation. UNICEF recognizes the participation of young people themselves as partners in implementing the Summit Plan of Action and in promoting the Convention on the Rights of the Child. Education for development provides an appropriate context and educational background for such participation;

(c) Empowerment of people. To be empowered in the sense used by UNICEF, people need the knowledge, skills and attitudes that will equip them to understand their potential (and limitations) to make decisions and take action. Education for development encapsulates this process in an educational context. It seeks to empower young people to live in, cope with and participate in a world where issues of peace, environmental quality, human rights and social justice are at stake, and where social, economic, political and environmental changes are rapid and unpredictable.

IV. EVOLUTION OF EDUCATION FOR DEVELOPMENT WITHIN UNICEF

A. National Committees for UNICEF

18. UNICEF involvement in education for development came about through the National Committees for UNICEF. They have always seen the education sector as a significant target for their advocacy work, of which providing teachers and students with useful and attractive school materials was an important part. It was at the request of the National Committees that a support service for development education was set up in the Geneva Office in 1975. Two full-time officers, with a special brief for development education, were subsequently appointed; the first to the Geneva Office to develop the support service for National Committee education programmes, and later, a senior officer in New York to work in the area of policy development.

19. Major developments over the years that followed included the International Year of the Child in 1979, which was a hallmark in the history of education for development within UNICEF. A sharp increase in public awareness of children's issues, especially those concerning children's rights, gave the National Committees the opportunity to strengthen their educational programmes. Throughout the 1980s, the profile of development education heightened as National Committees joined together to form special "affinity groups" for mutual support and as national, and later, international workshops were held to promote this area of their work. Towards the end of the 1980s, the various programmes had become so numerous and diverse that the National Committees expressed a need for a common theoretical foundation and set of goals be set for development education.

B. Executive Board

20. In the 1960s and 1970s, the Executive Board saw the relevance to UNICEF of education in industrialized countries as part of the process of informing the public and as help with fund-raising. In 1964, for example, the Board stressed "the importance of obtaining greater public understanding of the serious problems of children in industrialized countries". 8/ In 1971, it claimed that the "opinion of people of industrialized countries must be influenced regarding the importance of cooperating in investment in human resources in developing countries". 9/

21. It was in 1987 that the Executive Board recommended that the concept of development education be broadened and should include "in addition to the acquisition of knowledge, the development of certain aptitudes and capacities", 10/ a sentiment it reflected three years later in 1990, after the adoption of the Convention on the Rights of the Child by the General Assembly the previous year. In its examination of the future of UNICEF external relations, the Board referred once again to development education, suggesting that a new name might better reflect the broadened concept it had recommended in 1987. It stated that as a term, "'education for development' is preferred to 'education about development' [which is] too static and limited a concept". 11/ Thus a new title, "education for development", was coined.

C. Current situation

22. In 1990, a new Education for Development Section was established in New York with a brief (in conjunction with the existing unit in Geneva) to develop a framework for education for development activities in UNICEF and to help coordinate its implementation. This framework is to provide a common foundation and set of goals to guide National Committees in developing their own educational programmes. It should not, however, be prescriptive and should honour the fact that each National Committee is working within a specific cultural and educational concept. It also must be sufficiently flexible to allow each National Committee to follow its own set of themes and topics.

23. During 1991, a wide process of consultation occurred. The education officers from all National Committees met in a consultative meeting (where the new direction of education for development was worked out), while members of the Education for Development Section visited National Committees, met NGO representatives, conferred with UNESCO colleagues, held technical discussions with practitioners in the field of international education and, within UNICEF, consulted with colleagues in New York and Geneva, met the external relations officers from the subregional offices and held informal discussions with colleagues from regional and country offices.

24. In addition, during 1991 a number of significant meetings took place which explored the potential of education for development for linking people from different parts of the world. These took place at Nairobi, Barcelona and

Budapest, where educators, UNICEF personnel and National Committee members from both industrialized and developing countries came together to discuss common areas of concern, North-South interdependence and how education for development can link not only practitioners in this field in a professional way, but also provide young people world wide with the opportunity to explore these issues and be part of the process of problem-solving.

V. WAY FORWARD

25. Education for development relates to the education of children and young people in a wide variety of educational contexts:

(a) Formal education situations (schools, colleges, teacher training, related professional and volunteer training, etc.). The ongoing curriculum and teacher/facilitator support which feature in the formal education situation provides an ideal context for education for development. It particularly accommodates the more long-term systematic learning process which leads to attitude formation and change;

(b) Non-formal education situations (youth clubs and groups, community development groups, vocational training situations, trade union groups, etc.) also provide a wide scope for education for development. In many ways, the fact that non-formal education frequently takes place in a less rarified atmosphere and that the learner in a non-formal situation is more likely to be on-the-job helps to emphasize the relevance of education for development to local, immediate issues;

(c) Informal education (the non-institutional educative sources in a young person's life, particularly young people's publications and popular media). The objectives of education for development that promote multiculturalism, interdependence and positive attitudes towards personal participation and action must influence those media that are part of young people's lives - television, radio, newspapers and magazines. This can be done both preventatively (by providing a guide or check-list whereby stereotypical, racist, sexist or ethnocentric attitudes can be discerned in media and information products) and positively (through UNICEF collaboration with publishers and television producers, education for development "messages" can be part of what is produced, reflecting the UNICEF commitment to the use of the so-called "third channel").

A. In industrialized countries through National Committees

26. The need for education for development in donor countries remains vital. Industrialized countries need a public which is educated in global citizenship and which sees issues of development, environment, social justice and human rights not as abstract ideas, but as issues in which everyone is involved and can have a part to play. Global citizenship, paradoxically, also means being able to see the local dimensions of global issues and seeking solutions by taking local action.

27. Most National Committees employ an officer to promote UNICEF and its mandate through the educational sector in their communities. It is through the good work and determination of these education officers that education for development has grown in importance and has featured among the central functions of the National Committees for UNICEF.

28. It is important that the education for development work of any National Committee be closely connected with its other work. Information and education for development activities must be interdependent. Information is the raw material upon which an education for development programme is built. The attitudes that education for development fosters are germaine to the way UNICEF projects information on development issues. Information and education for development officers work together to promote awareness of the same themes and values. However, education for development must go further than information by linking the learner to a wider framework of global concepts, and in mobilizing for action and involvement.

29. Fund-raising, too, is related to education for development. It has frequently been shown that a successful education for development programme with effective, imaginative materials (bearing the National Committee's UNICEF logo) and good support to teachers and other educators from the education officer, results in a more favourable donor community. It is fully recognized, however, that the relationship between education for development and fund-raising is and must remain, indirect, and that no education for development programme should ever be evaluated on its possible monetary outcome.

30. The relevance of the National Committees' advocacy for children to Education for Development is obvious and to be encouraged. The exposure of young people to, and their involvement in, global issues, including the Convention on the Rights of the Child, in turn influences their parents and families themselves to become aware of these issues and of UNICEF and its work. Furthermore, in a few short years, these young people will reach adulthood, becoming voters, parents, decision makers and potential donors.

31. The main education for development activities carried out by the National Committees include:

(a) Publications. Since the 1960s, the production of materials for classroom use (e.g., textbooks, kits, workbooks, posters, videos, slide-sets, computer software, etc.) has been an important part of many National Committees' publication programmes. Excellent examples of such material are now available from, for example, the National Committees of the Nordic countries, Canada, the United Kingdom of Great Britain and Northern Ireland, Italy, Switzerland, Australia, New Zealand and the United States of America. Many others are currently being prepared. The new common theoretical foundation for education for development should influence how the information in a publication is presented and the kind of responses it stimulates in the reader/viewer, while leaving each National Committee free to decide on its own publication topics and themes;

(b) Training. An increasing number of National Committees have become involved in extensive series of training/briefing workshops for teachers and UNICEF volunteers, including teacher volunteers. The Canadian, Finnish and Italian National Committees are good examples of Committees that are using nationwide networks to train and brief large numbers of teachers. Education for development's interactive and action-oriented strategies provide an excellent methodology for training workshops, and National Committees and other volunteers are encouraged to use them whenever possible;

(c) Working with teachers' support groups. Many National Committees already use this strategy most effectively. In Belgium and Germany, for example, the National Committee education officers work closely with teachers' support groups. A highly effective way of mobilizing the education community in any country is the establishment of a group of teachers to provide professional support for the National Committee education officers. Such a group can have an advisory role, provide a professional forum in which to air new ideas and pilot new materials, act as professional partners to the education officer in her/his training activities, and in general be a task force for the promotion of education for development and the Convention on the Rights of the Child;

(d) Advocating education for development in the school curriculum. This is an important part of an education officer's job. It is recognized that curriculum planners, academics and education authorities as well as teachers must be mobilized as part of the process of advocating education for development. It is equally important both when global issues and perspectives are a recognized part of the school curriculum and when they are not. In the case of the former, the National Committee education officers can provide support, advice and materials as to how these curricular components can best be taught and students' motivation maintained (the Nordic National Committees and those of the United Kingdom and Canada are good examples of the education officer playing this role most effectively). In the case of the latter, the education officer has a part to play in advocating the inclusion of global issues and perspectives in school curricula (in Denmark in the 1970s, for example, the National Committee education officer helped to formulate an Education Act to "globalize" the national curriculum). Whatever the situation, it is important that education officers meet regularly with representatives from education ministries, participate in curriculum planning groups and meet with teachers and subject associations, if possible, in conjunction with education for development colleagues from the NGO sector;

(e) Special UNICEF days in schools. Some National Committees, in conjunction with teachers, have organized special UNICEF days in schools. This gives teachers the opportunity to prepare their students ahead of time and to involve them in a number of follow-up activities afterwards. Good examples include the activities organized by the Canadian and United States Committees to coincide with Halloween, and those initiated by the Belgian and United Kingdom Committees;

(f) Joint projects. Projects undertaken jointly by two or more National Committees are a most successful means both of promoting transnational cooperation and of sharing work resources. An outstanding example of this kind of collaboration has been that undertaken by the Nordic Alternative Group, which includes the Danish, Swedish, Norwegian and Finnish Committees and representatives from their education ministries, who meet annually and together have produced educational materials and organized study visits and other projects. Some years ago, a Latin group was also formed to discuss education for development policy. In 1991, National Committees from Mediterranean countries came together for a workshop and, at another workshop, those from Central and Eastern Europe convened. From those workshops, plans of further collaboration emerged. Similar joint undertakings involving National Committees and UNICEF country offices in developing countries are to be encouraged in the future;

(g) Cooperation with other organizations. It is obvious that in an area such as education for development (which promotes cooperation and interdependence), all national organizations involved should, wherever possible, work in a complementary way. Already in many countries - Germany, France, Switzerland and the United Kingdom, for example - UNICEF is part of a group which advocates education for development nationally, and also looks at ways different organizations can collaborate and avoid duplication;

(h) Promoting education for development in general. Education for development can, in general, be further promoted by involving various related individuals and organizations in the process. The Italian National Committee has had a long and successful record in promoting education for development in a wide variety of sectors, most recently in the university sector. The Spanish Committee is responsible for introducing education for development into the training of doctors and medical workers. In Greece, the National Committee promotes education for development through information channels, especially through a magazine for children, while in the Netherlands, the National Committee has organized education for development "spots" on children's television.

B. In developing countries

32. Education for development must no longer be seen as confined to young people in industrialized countries. As this report has already mentioned, the overall goal of education for development - the promotion of the knowledge, skills and attitudes needed by young people to be empowered to participate in, and thus influence, the process of change, both locally and globally - is equally relevant and important to all young people the world over. Indeed, the World Conference on Education for All Declaration cited this kind of empowerment as a universal educational goal. There is no longer a clear-cut division between development issues in the North and the South; problems that affect one part of the world increasingly affect the other. Global problems require global solutions; global solutions require a public in both industrialized and developing countries with global perspectives and attitudes.

33. UNICEF increasingly recognizes education for peace as a fundamental need of children living in war-torn areas. These areas are not confined to one part of the world, nor are areas where social justice is denied, human rights infringed and racism and other forms of discrimination practised. Education is needed, in both North and South, to deal with such issues.

34. Universally growing awareness that education is a force for change and empowerment (plus the numerous world-wide developments since the Jomtien Conference) make this an ideal time to bring education for development to a wider audience. In many countries, educators and curriculum planners are exploring ways of introducing development-related themes into school and national curricula. Education for peace and conflict resolution appear with increasing frequency among educational goals world wide. Many education systems are striving to increase the relevance of what is being taught to young people's (and their communities') needs for future development. It is important that UNICEF be part of this world-wide movement. Education for development can provide a framework for this kind of innovation.

35. Within UNICEF, new structures and relationships are being set up to facilitate the work of the Programme Division in education. Education officers are being appointed to all regional offices and to a number of subregional and country offices. Dialogue is being held with education ministries. Local and international NGOs involved in education are being mobilized. The existence of these structures and the motivation which they engender can also help the ideas and methods of education for development to reach a wider audience. Already regular discussions and information exchanges take place between the Programme Division's education cluster and the Education for Development Section.

36. Many current activities in UNICEF country programmes have strong links with education for development, including the education for peace programme in Lebanon, the conflict resolution in the classroom programme in Sri Lanka, the educational dimension of the children in armed conflict programme in the Philippines and the many life skills programmes sponsored by UNICEF. Through these, the context for promoting education for development in developing countries already exists, while education for development, in turn, can provide a means of linking these projects with each other theoretically and practically and with similar and future projects elsewhere.

37. People and organizations in developing countries have already made numerous requests for further information about education for development, workshop participation and exchange facilitation to the Education for Development Section. Significant examples of potential collaboration include a request by East African educators to collaborate with them in a workshop on global issues and curriculum reform; curriculum advice sought by those in the Latin American and Caribbean region collaborating with the Plaza Sesamo project; and a series of informative meetings about education for development with external relations officers from each of the UNICEF regional offices.

38. The introduction of education for development into the work of UNICEF in developing countries would, of course, entail the Education for Development Section cooperating closely with the education cluster of the Programme Division and with UNICEF regional and country offices. Initial developments might include:

(a) Encouraging country offices, in conjunction with the Education for Development Section, to facilitate workshops for local educators that would explore the feasibility of and ways of promoting education for development ideas and approaches in formal and non-formal educational settings in that region, and in informal educational activities;

(b) Exploring practical ways of linking the work of National Committee education officers with country offices interested in promoting education for development, through, for example, information and experience exchanges, joint projects or mutual study visits;

(c) Setting up, in the short term, a possible pilot project in which a small number of country offices would undertake, on an experimental basis, appropriate education for development activities involving local educators. These could include training workshops, production of school materials, setting up teacher support and pilot group meetings with curriculum planners or organizing exchanges of teachers, materials and ideas with another country. The experience of such a pilot project could provide a model for the future participation of other country offices.

C. At headquarters

39. The role of the Education for Development Section (with staff members in both New York and Geneva) is largely one of guiding and supporting education for development activities within National Committees, providing professional and technical training opportunities to personnel and encouraging and promoting the realization of the major objectives of education for development in appropriate formal, non-formal and informal educational contexts in both industrialized and developing countries.

40. To be most effective, the work of the Education for Development Section must be transferable to a wide variety of educational and cultural contexts. This will ensure that the autonomy and cultural specificity of the various education systems are respected and, at the same time, that the work of the Education for Development Section is relevant to (and thus reaches) the widest possible audience.

41. The work of the section includes the following broad areas:

(a) Production of educational materials and teaching resources. It is vital that the publications of the Education for Development Section complement those produced by the National Committees (and other appropriate national organizations). This means that educational materials and resources

produced by the section will not be for use directly in schools, but will instead provide guidelines and suggest activities for teachers and facilitators. They could, however, include sample teaching/curriculum units on UNICEF-specific themes such as children's rights, children and war, children in especially difficult circumstances, women and development and children and the environment. The section may also, whenever and however it deems appropriate, support locally produced material, particularly where it can be replicated elsewhere or shared with other Committees;

(b) Training workshops. Training workshops that emphasize process and methodology are a vital part of the section's support programme for National Committees and educators in general. A "training of trainers" model is used wherever possible to reach a wide audience. A number of such workshops have already taken place, with considerable success;

(c) Special projects. The section will encourage and support a number of special projects that help to implement education for development objectives. Projects that encourage joint undertakings between two or more Committees and that facilitate North-South and East-West exchanges will be favoured;

(d) Dissemination of information and materials. Through the Geneva-based unit, the section provides a dissemination service of information and materials of relevance to education for development. This service is being rationalized and updated at present and will include a more systematic use of electronic communications media. Future developments in this unit will be aimed at facilitating communication between National Committees, and between National Committees and the field in the realm of education for development so that experience, information and materials can be more easily exchanged and joint projects undertaken;

(e) Evaluation. Like all UNICEF programmes, the effectiveness of the education for development provision must be evaluated. Evaluation of education for development is not simple, as many of its objectives are in the attitudinal domain. As most of the actual activities will take place at country level, it is at this level that the evaluation will need to be applied. Although, in keeping with each participating National Committee's and country's right to educational autonomy, it will not be up to the Education for Development Section to carry out the evaluation, it should nevertheless be its responsibility to provide a series of appropriate evaluative tools and strategies and, if required, to provide some basic training in evaluation techniques;

(f) Within UNICEF. It will also be the responsibility of the section to inform other divisions and sections within the UNICEF secretariat about education for development and to explore with them ways in which it might be relevant to and support their work. Education for development, as has been mentioned, is particularly relevant to UNICEF activities which involve communication, training, social mobilization and, of course, education and advocacy.

VI. COLLABORATION WITH OTHERS

A. UNESCO and other United Nations agencies

42. Since 1974, the UNICEF development education programme has been based on the seminal document, entitled "UNESCO recommendation concerning education for international understanding", 12/ which promotes a global perspective in education and puts forward a set of guiding principles for education which include interdependence, multiculturalism, human rights, the need for solidarity and cooperation and a readiness for personal participation. The recent broadening of the concept of education for development within UNICEF, with its increased emphasis on global interdependence and on the need for personal commitment, makes this important document even more relevant to this area of UNICEF work.

43. The international education activities of UNESCO - in particular its Associated Schools Project - are also based on these guiding principles. Thus this is an ideal opportunity for the two organizations to come together and exchange ideas and experiences in this area of common interest. Consultations have already taken place, both at the inter-agency level and, more informally, between education professionals from both organizations, who are exploring possible ways of both conceptual and operational cooperation in the area of education for development. Education for development is to be introduced for discussion at the 1992 meeting of the UNESCO/UNICEF Joint Committee on Education.

44. The outstanding success of UNICEF/UNESCO collaboration in the World Conference on Education for All and in the process of implementing its Plan of Action has paved the way for cooperation in other related areas. Education for development is undoubtedly one such area.

45. The Education for Development Section will also seek out ways of collaborating with other United Nations bodies such as the Commission on Human Rights, the World Health Organization (WHO), the Office of the United Nations High Commissioner for Refugees (UNHCR) and the Food and Agriculture Organization of the United Nations (FAO).

B. Non-governmental organizations

46. The international NGO community has for many years been actively involved in education for development, targeting primarily the general public and the media, but also working with the school systems in some countries. Therefore, it is vital that the collaboration with this extensive network be strengthened, in conjunction with the UNICEF NGO units in both New York and Geneva, as well as with the United Nations Non-governmental Liaison Service, which has been particularly active in providing materials to NGOs on a wide variety of issues.

47. NGOs provide a professional forum for the exchange of views on policy issues and a far-reaching network of people, organizations and institutions to cooperate with the implementation of ideas and strategies. Consultation with particularly relevant groups of NGOs - such as the UNICEF-affiliated NGOs and those involved in the follow-up work to the World Conference on Education for All - have already helped to initiate this dialogue and cooperation. The new Education for All network, which includes both United Nations agencies and NGOs, will provide a useful channel for a widespread dissemination of information.

C. Professional organizations

48. Through education for development, UNICEF is playing a part in the world-wide educational movement to promote global thinking and acting. To maintain the momentum of this movement, it is important that the various areas of education of which it is constituted (peace education, environmental education, multicultural education, etc.) be seen as educationally and pedagogically sound and have credibility within the professional community. Those involved in education for development within UNICEF must, therefore, keep informed on recent developments and research outcomes in the field of education, and stay in contact with relevant institutions, organizations and individuals.

VII. RECOMMENDATIONS

49. The Executive Director recommends that the Executive Board adopt the following draft recommendation:

The Executive Board,

Confirming the relevance of education for development as a means of sensitizing young people world wide to global issues,

Recognizing education for development as a means of developing in young people important attitudes of peace, tolerance, solidarity, social justice and environmental awareness,

Reconfirming the role education for development plays in helping young people acquire the necessary skills that will empower them to promote these values and bring about change in their own lives and in their communities, both locally and globally, in keeping with the call of the Declaration of the World Summit for Children that young people be partners in implementing its Plan of Action,

Recognizing education for development as a highly effective means, not only of promoting the Convention on the Rights of the Child among young people world wide, but also of helping them relate it to their own lives and communities,

Continuing to recognize the wide variety of educational, cultural and national contexts in which education for development must take place,

1. Calls upon the Executive Director to continue to work with National Committees for UNICEF in the area of education for development;

2. Calls upon the Executive Director to encourage National Committees to continue to place education for development in a central role within their advocacy strategies, particularly those which relate to the Convention on the Rights of the Child;

3. Urges the Executive Director to encourage all National Committees to intensify their outreach to young people in their countries through education for development, particularly by strengthening partnerships with practitioners in the various educational sectors and with the producers of television, radio and publications for young people;

4. Encourages the Executive Director to seek opportunities to integrate education for development in curricular development and reform, teacher and facilitator training, and other educational activities in developing countries;

5. Further encourages the Executive Director and National Committees for UNICEF to develop links and partnerships between educators in different countries and regions world wide to encourage exchanges of experience;

6. Urges the Executive Director to maintain and strengthen contact with other United Nations agencies, particularly UNESCO, and with relevant NGOs and with institutions and individuals in the professional education community working in the field of education for development.

Notes

1/ World Conference on Education for All Report, Inter-Agency Commission, 1989, art. 1.1.

2/ General Assembly resolution 1386 (XIV) of 20 November 1959, principle 7.

3/ Ibid., principle 10.

4/ General Assembly resolution 44/25 of 20 November 1989, annex, art. 29.

5/ Ibid., art. 42.

6/ Plan of Action for Implementing the World Declaration on the Survival, Protection and Development of Children, September 1990, para. 25.

7/ Ibid., para. 27.

8/ E/ICEF/492, para. 155.

9/ E/ICEF/612, para. 40.

10/ E/ICEF/1987/L.4, para. 16.

11/ E/ICEF/1990/L.4, para. 83.

12/ "UNESCO Recommendation concerning education for international understanding, cooperation and peace and education relating to human rights and fundamental freedoms", adopted by the UNESCO General Conference at its eighteenth session, Paris, November 1974.

Annex I

CONCEPTUAL FRAMEWORK

The bases of Education for Development are five broad, global concepts: interdependence; images and perceptions; social justice; conflict; and change and the future. For each concept to be fully understood and assimilated, the learner needs to acquire certain knowledge, practise certain skills and develop certain attitudes. These are presented in the tables below.

CONCEPT: INTERDEPENDENCE		
KNOWLEDGE (UNDERSTANDING)	**SKILLS**	**ATTITUDES**
- Knowledge of the systems which affect the learners' daily lives; - Understanding the world as a system in which all elements - people, events, trends, places - are interconnected; - Coming to know the delicate balance of such interrelationships; - Understanding the global implications of local decisions and actions.	- Skills of cooperating (the concrete experience of interdependence); - Being able to work effectively in a small (or larger) group to achieve a common goal; - Being able to evaluate the effectiveness of cooperation versus competition - as a strategy in a range of situations.	- Respect for needs and contributions of all members of a system, whether it is in the classroom, the local or global community, or the ecosystem; - Positive valuing of the ways in which individuals can support and benefit the whole, and vice versa.

CONCEPT: IMAGES AND PERCEPTIONS		
KNOWLEDGE (UNDERSTANDING)	**SKILLS**	**ATTITUDES**
- Knowledge of one's own culture, heritage and world view; - Knowledge of the cultures of others, in one's own community as well as in different parts of the world; - Understanding that world views are not internationally shared, and that different perspectives have their own logic and validity; - Knowledge about the common stereotypes about others which exist in one's own culture.	- Being able to detect biases, stereotypes, and ego-centric attitudes, one's own and others; - Ability to perceive differing perspectives in speech, print and audio-visual media; - Ability to use knowledge and imagination to develop insight into the ways of life, attitudes and beliefs of others.	- Positive valuing of cultural diversity and alternative points of view; - Respect and openness towards those who may appear to be "different"; - Appreciation of the commonality between peoples.

CONCEPT: SOCIAL JUSTICE		
KNOWLEDGE (UNDERSTANDING)	**SKILLS**	**ATTITUDES**
- Knowledge of widely accepted principles of human rights and justice (such as those contained in the Convention on the Rights of the Child); - Understanding that personal, institutional and societal behaviours/attitudes/structures can have the effect of either promoting or denying social justice; - Knowledge of current situations in which human rights are not recognised and social justice not available to all, both locally and globally; - Understanding that along with rights come responsibilities.	- Being able to apply ideals such as freedom, equality and respect for diversity in classroom and in the learners' daily lives, as well as seeing them in the global context; - Skills of being an effective advocate for the rights of oneself and others (including discussion, negotiation and assertiveness); - Ability to take responsibility for one's own actions.	- Empathy with those who have been denied justice; - Willingness to take constructive and realistic action on the part of others; - Commitment to not only defending one's rights, but accepting and fulfilling one's responsibilities as well.

Annex I (continued)

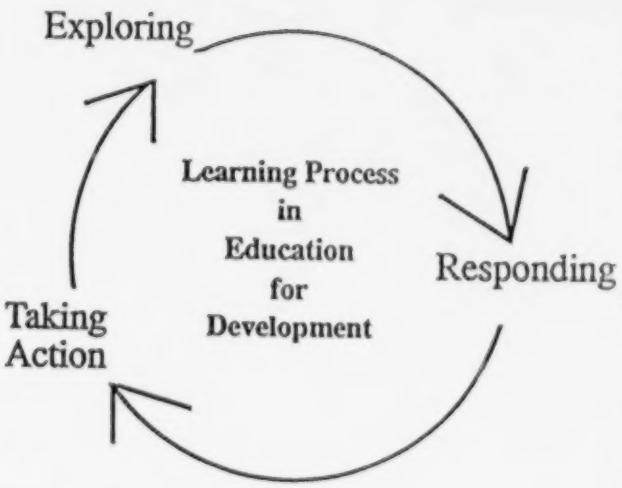
CONCEPT: CONFLICT		
KNOWLEDGE (UNDERSTANDING) - Knowledge of the various types of conflict (e.g. other values, needs, resources), common causes of conflict and potential outcomes; - Understanding that conflict can have many possible solutions, of which violence is only one; - Understanding that peace has many manifestations, and includes the absence of those structures which cause conflict (e.g. injustice, inequality, poverty and deprivation), and peace within oneself, as well as the absence of armed conflict.	**SKILLS** - Skills of resolving conflicts peacefully, e.g. generating alternatives, ranking, compromising, decision-making, communicating effectively, working with others cooperatively; - Ability to see how these skills can be applied in one's own personal life and on a global scale.	**ATTITUDES** - Commitment to peace (in all its manifestations); - Awareness that conflict can provide opportunities for creative growth and positive change.

CONCEPT: CHANGE		
KNOWLEDGE (UNDERSTANDING) - Knowledge of major development issues and trends, past and present; - Knowledge of the main factors which cause change; - Understanding the difference between short- and long-term change, and between desirable and undesirable change; - Understanding of one's own personal options for creating change.	**SKILLS** - Ability to think "hypothetically"; - Being able to envisage a variety of alternatives and their outcomes; - Ability to analyse and evaluate alternatives; - Ability to translate knowledge and skills into concrete action at local, regional and global levels.	**ATTITUDES** - Belief in one's own ability to create positive change; - Outlook of hopefulness, of not seeing oneself as, or allowing oneself to become the victim of larger global issues and problems; - A readiness to take practical action which is appropriate to the learner's own situation.

Annex II

LEARNING PROCESS

The learning process of Education for Development is a three-step cycle, consisting of an exploration phase, followed by a responding phase and leading ultimately to an action phase.



The exploration phase is primarily a cognitive one. Learners are involved in gathering, analysing, and synthesizing knowledge and information on a particular topic, concept or issue. They are developing the understanding and awareness which will form the basis for the responding phase.

During this second phase - the responding phase - learners are engaged in developing a personal response to the material studied. They are becoming familiar with a range of perspectives on an issue, and are forming their own perspective or point of view. A critical aspect of this phase is an awareness of the human dimension of the topic, and the development of empathy, a sense of involvement, and commitment.

The action phase follows naturally from the formation of this personal response. Learners explore what possible concrete action might be taken in response to the issue in question. It is crucial at this stage that teachers be prepared to facilitate the provision of real opportunities for involvement and participation, seeing this not only as a logical outcome of the learning process, but as a significant means of reinforcing new knowledge, skills and attitudes. Taking action in this phase requires learners to make conscious decisions as to practical ways to bring about change, and is a critical part of a longer-term process.